(3) Vernacular should be made a compulsory subject in the English schools.

(4) A Committee should be appointed for the publication of advanced text-books in literature for use in Vernacular schools.

(5) Private students should be permitted to appear for the final examinations in Class VIII.

(6) Inspectors should give model lessons during their inspection.

(7) Students passing out of Class VII in Vernacular schools should be admitted into the Third Form in English schools.

(8) An examination for officers in Tamil or Malayalam should be instituted like that for the I. C. S. Officers.

(9) Tamil education should be encouraged by appointing Tamil-knowing teachers and Inspectors in the Tamil taluks and by the opening of a Tamil Higher Grade school in Trivandrum.

Mr. G. Padmanabhan (Member, Nominated) made the following suggestions:—

(1) Those who passed out of Class VII in a Vernacular school with not less than 40 per cent of marks in English should be admitted into the Third Form of an English school.

(2) The number of teachers and inspecting officers should be increased to cope with the increasing work.

(3) The children of the depressed classes, such as Parayas, Pulayas and Kuravas, should be supplied with Vernacular text-books *grat s*

(4) Private candidates should be admitted to Government examinations.

Dewan's reply.—Noted.

115. Desirability of imparting instruction in technical subjects in all Higher Grade English Schools.

Mr. P. J. Abraham (Member, T. I. C., Mavelikara) said that only about 20 per cent. of the pupils who joined the Preparatory Class proceeded to a literary course in a University. Perhaps 5 per cent. entered Government service. There still remained 75 per cent. of the pupils in English schools who were in quest of employment. Any scheme of industrial and commercial education should utilize to the fullest extent the existing educational machinery. The two classes of schools imparting general education were the Vernacular schools and the English schools. For any scheme of industrial education, there ought to be a sound foundation which was now supplied in Vernacular schools. It was, therefore, desirable that pupils passing the Vernacular School Leaving Examination and showing special aptitude for higher education should be encouraged by means of scholarships to acquire technical education in institutions started for the purpose. He meant by technical education that special training which helped to qualify a person to engage in some branch of productive industry as well as in the acquisition of manual skill. Commercial education might be regarded as a branch of technical education. The Travancore Education Code made provision for the introduction of commercial education in Higher Grade English Schools. But there was no school which afforded facilities for commercial education. The subjects mentioned in the Code were Office correspondence and practice, Commercial Practice, Book-keeping and Type-writing. The following subjects might be added, *viz.*, Precis-writing and Shorthand, Physical and Commercial Geography and Elements of Political Economy with special reference to money, credit, banking, foreign trade and foreign exchange. Like Japan, Travancore might have a technical institute in which complete instruction should be given in industrial science and industrial art. The other alternative was to teach industrial science in some of the Higher Grade English schools and send those young men who showed special aptitude for technical education to Japan or America. On their return, a start could be made in certain industries suitable to the country. In conclusion, the Member requested Agriculture being given a prominent place in any scheme of industrial and technical education.

Dewan's reply.—Noted.

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